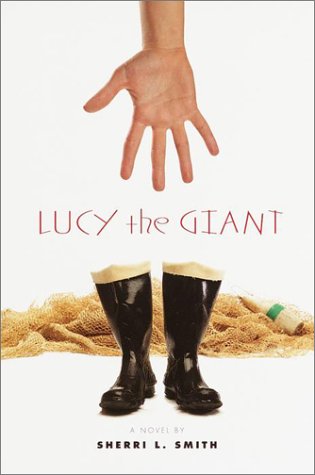
Annotated Book List

Emily du Plooy

I have been working with a small group of student consisting of 4 students, named A, B, C, and D. Two of the students are females, and the other two are males. All of these students are White Caucasian, but some have done a bit of traveling. B has done the most traveling of anyone, living in 5 different states by age 11. Some of the students have many brothers and sisters, while one is an only child. Overall, each student is very unique. None of them have learning disabilities that have been diagnosed, although A has ADD. Because of this, she is a bit of an outcast and doesn’t have friends. Her life revolves around sports, and she hates school. Because of her hatred of school, she has a lower reading level. B is very outgoing and never lets things get her down. She doesn’t open up about personal things very often, but my goal was to find books that would help her discover who she really is. She has done a lot of moving around, and I’m not sure what kind of impact that has had on her. C is an only child with 3 sisters who has some very feminine characteristics. He is tiny, which makes him self-conscious and unsure of himself. He is behind on his reading and comprehension skills, but he told me he has never read a book that he actually liked. My goal was to find some books that he would enjoy so that he would want to read more, and therefore improve his skills. D is a very intelligent student, who is always eager to pick up a book and read. He keeps to himself, and would prefer reading a book over almost anything. He is so eager to learn, that he often times picks books that are too difficult for him. He is an introvert and he spends a lot of time processing information. Overall, this was a great group of students to work with and get to know. I have enjoyed the uniqueness of each one of them, and I hope that by finding some great books for their personalities, they will success more than ever!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Code | Age | Gender | Interest/Attitude | Reading Level | Other |
| A | 11 | Female | K is interested in sports, and she is a complete tom-boy. She feels that sports are the only thing she is good at. She feels like a bit out an outcast. She doesn’t enjoy school, because she doesn’t have many friends. She described her family as being very distant. She lives with her Grandparents, and has a good relationship with them. She struggles in school, and her Grandparents can’t help with homework. | 640L | -Lived in Cumming all her life.  -3 siblings who are older  -The only sibling involved in sports.  -She has ADD  -Struggles with comprehension |
| B | 11 | Female | B is a happy go lucky girl. She is a hard worker, and she is very smart. She applies herself when she wants to. She loves candy, the beach, and friends. She is always smiling, and doesn’t let things get her down. She is very competitive. | 740L | -No learning disability  -Gets bored easily  -Has lived in 5 different states.  -2 brothers |
| C | 11 | Male | C is a little quirky. He stands out amongst the rest of his class. He is very immature and seems to be younger than he actually is. He is very small, and extremely self-conscious about it. Other students call him a baby. He has a low reading level, but I think it would improve if he was given books that he actually enjoyed reading. | 540L | -Very involved parents  -Only child  -Loner  -Feminine  -3 sisters |
| D | 11 | Male | D is a very smart student who loves to read. He would rather read by himself than do group work with other students. Often times, the teacher has to tell him to put his book away. He will read anything that is put in front of him. Reading is his strongest subject, though sometimes he attempts to read books that are too hard for him to comprehend. | 900L | -Very smart  -Good thinker  -Determined  -Introvert |



**Book Title:** Lucy the Giant

**Author:** Sherri L. Smith http://www.sherrilsmith.com

**Publisher:** Delacorte Books for Young Readers (February 12, 2002)

**Genre:** Biography, Fiction, Travel, Juvenile

**Reading Level**: 6.1

**Lexile Level:** 640L

**Book Summary**:When fifteen-year-old Lucy Otsego leaves her small Alaska town after being teased for being the largest girl in school, she poses as an adult to work aboard a commercial fishing boat. (<http://www.scholastic.com/teachers/book/lucy-giant>)

**Content Connections:** Character and Values, Culture and Diversity

Character and Values: Compare/Contrast character types and values that we aspire to have and define the type of person we want to be like. We will discuss how values have changed over time. We will study diversity and culture and acceptance.

**Teaching Material:**

YouTube book talk: <http://www.youtube.com/watch?v=N02ZFz5ioV4>

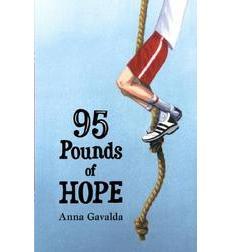
Children explain values: <http://www.youtube.com/watch?v=gXbugpFxFUU>

Importance of family (Kids journal about how their views of family) <http://oregonexplorer.info/rural/ruralissues/familystructure>

Diversity Activities: <http://www.ehow.com/info_7890442_diversity-lessons-middle-school-students.html>

Dreamcatcher Activity: http://www.scholastic.com/teachers/lesson-plan/activity-plan-5-6-hopes-and-dreams

**Justification:** In the book, Lucy’s mom left her when she was very young, and her dad was an alcoholic. This though family situation will be easy for “A” to resonate with, being that she doesn’t have a relationship with her parents. Though I am not sure what the history with her and her parents is, I’m sure this book would be comforting to her. At this age, middle schoolers are constantly struggling to fit in and make friends. In the book, Lucy is constantly made fun of and harassed, and I think any middle school would find comfort in reading about someone in the same situation as they.



**Book Title**: [95 Pounds of Hope](https://www.lexile.com/book/details/9780670036721/)

**Author**: Gavalda, Anna

**Publisher:** Viking, NY, 2003

**Genre:** Mystery, Suspense

**Reading Level**: 3.4

**Lexile Level:** 640L

**Book Summary:** Gregory has never liked school. And now that he's in sixth grade, life has only gotten worse. He's been held back twice and expelled once. His parents think he should go to boarding school, but his only happy moments have been found in his grandfather's cluttered shed, among the tools he uses to build his inventions. Grandfather has been his only supporter, but now even he is urging Gregory to take control of his life. Gregory has to wonder if a fresh start-in school and in life-might not be such a terrible idea after all. This fresh, funny, direct story will resonate with every reader who has ever felt like a square peg in a round hole. (http://www.goodreads.com/book/show/47778.95\_Pounds\_of\_Hope)

**Content Connections:** Writing, History, Special Needs

History - History of woodworking, origination of tools, Indians

Writing – Write as if you were in Greg’s shoes, write to the teacher, a lot of self-induced writing.

Special Needs – Express frustrations with special needs, help students see how challenging it is for those students.

**Teaching Material:**

**YouTube History of Woodworking:** [**http://www.youtube.com/watch?v=\_NElPuLDcsA**](http://www.youtube.com/watch?v=_NElPuLDcsA)

**In-Class Activity Wooden Sailboat:** [**http://www.canadianliving.com/crafts/home\_and\_garden/sailing\_along.php**](http://www.canadianliving.com/crafts/home_and_garden/sailing_along.php)

**Why Journaling is Good: http://blog.penzu.com/journaling-101-find-your-journaling-fuel/**

**Justification:** Greg has ADD in the book, and I think that many students would be able to relate in middle school. “A” would especially be able to relate because she has ADD and struggles in school. I think this would also be a great book for “A” because she lives with her Grandparents and there are many similarities’ between her and Greg. This would be a great book to use to make woodworking seem interesting, and to get the students to write about their feelings.

****

**Book Title:** Betsy and Tacy Go Over The Big Hill

**Author:** Maud Hart Lovelace

**Illustrator:** Lois Lenski

**Publication:** Harper Collins, 2000

**Genre:** Adventure, Fiction

**Reading Level**: 4.7

**Lexile Measure:** 640L

**Story Summary:** Betsy, Tacy, and Tib can't wait to be ten. After all, getting two numbers in your age is the beginning of growing up--exciting things are bound to happen. And they do! The girls fall in love with the King of Spain, perform in the School Entertainment, and for the first time, go all the way over the Big Hill to Little Syria by themselves. There Betsy, Tacy, and Tib make new friends and learn a thing or two. They learn that new Americans are sometimes the best Americans. And they learn that they themselves wouldn't want to be anything else. (http://www.scholastic.com/teachers/book/betsy-and-tacy-go-over-big-hill)

**Content Connections :**

Histry: Culture, King of Spain, Study the setting (Minnesota)

Amerian History-Immigration

**Teaching Materials**

Review Questions: <http://www.betsy-tacysociety.org/sites/default/files/documents/BTBigHillstudyguide.pdf>

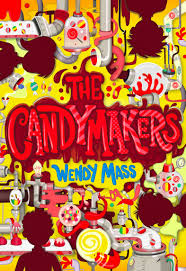
Immigration in Minnesota: http://www.solo.coop/TAH/LESSONSTUDY09/Siegersma%5B1%5D.pdf

Minnesota history: <http://www.youtube.com/watch?v=KkOa0BLzZGg>

Immigration to Colonial America: http://www.youtube.com/watch?v=BCtWVSuOC7E

**Justification**

This is a low level book that “A” would enjoy because it is surrounding young girls and adventure. The girls in the story are experiencing prejudice and learning about different cultures. They even write to the king of Spain because they want to make a difference. I think this small act says a lot to middle school students, that they should stand up and do something about the changes they want to see! This book is an easy way to begin a study on immigration and to explore the culture and history behind the state of Minnesota. It doesn’t completely revolve around history, otherwise “A” would not be interested. It is very subtle, and I think she will not realize she is being introduced to these new topics.

****

**Title:** The Candymakers

**Author:** Wendy Mass (<http://wendymass.com>)

**Publisher:** Little Brown Books

**Genre:** Mystery, Suspense, Fiction

**Reading Level**: 4.5

**Lexile Level:** 740L

**Awards:**

**Summary:** Four children have been chosen to compete in a national competition to find the tastiest confection in the country. Who will invent a candy more delicious than the Oozing Crunchorama or the Neon Lightning Chew? Logan, the Candymaker's son, who can detect the color of chocolate by touch alone? Miles, the boy who is allergic to merry-go-rounds and the color pink? Daisy, the cheerful girl who can lift a fifty-pound lump of taffy like it's a feather? Or Philip, the suit-and-tie wearing boy who's always scribbling in a secret notebook? This sweet, charming, and cleverly crafted story, told from each contestant's perspective, is filled with mystery, friendship, and juicy revelations.

**Content Connections:** Math (Competition, numbers, formulas)

Students will research and find a candy recipe online. They must do the math to find out how much ingredients they need and how much it costs. We will then have a candy fair where we will sell all of the candy to raise money for a good cause (of their choice). They must do the math to make sure they will make a profit. They also need to find their ingredients on a budget (find coupons).

**Teaching Material:**

Book Trailer: **http://www.youtube.com/watch?v=CYnmSyHMPQE**

Enter The Candymakers sweepstakes <http://www.candymakersbook.com>

Answer The Candymakers discussion questions <http://www.candymakersbook.com>

Candy factory video: http://www.youtube.com/watch?v=LZ0ZSJlAd6o

**Justification:** This is a fun, playful, lighthearted book that will get any reader’s attention simply because it is about candy. The competition in the book with truly pull the reader in. I thought that “B” would specifically enjoy this book because she is cheery and loves to have a good time. She is the type of person I would think I would compete in a competition such as the one that takes place in the book. Because “B” gets bored so easily, I think this book with keep her attention. Not to mention, the activities I have planned will be amazing and very fun and also teach students information they need to survive in the real world!



**Book Title**: If I Should Die Before I Wake

**Author:** Han Nolan

**Publication:** Houghton Mifflin Harcourt

**Literary Category**: General Fiction/Historical Fiction

**Honors or Awards :** Han Nolan received the National book award for Dancing on the Edge.

**Reading Level:**6.5

**Lexile Measure:**840L

**Story Summary:** Hilary hates Jews. As part of a neo-Nazi gang in her town, she's finally found a sense of belonging. But when she's critically injured in an accident, everything changes.Somehow, in her mind, she has become Chana, a Jewish girl fighting for her own life in the ghettos and concentration camps of World War II.Han Nolan offers powerful insight into one young woman's survival through the Holocaust and another's journey out of hatred and self-loathing. (<http://www.scholastic.com/teachers/book/if-i-should-die-i-wake>)

**Content Connections**

Social Studies**-**Holocaust

European**s-** Nazis, Nazi Camps

World History- Roaring 20’s leading up to Holocaust

**Teaching Material**s

Intro to 20th century world history: http://www.youtube.com/watch?v=n\_hvV0rulmw

Group discussion questions: <http://hmhtrade.com/bookclubs/discussion-guides/if-i-should-die-before-i-wake-by-han-nolan/>

Book Trailer: <http://www.youtube.com/watch?v=aDgRrRHyQ-A>

Stories from Holocaust Survivors: <http://www.holocaustsurvivors.org>

Holocaust Timeline (Find one event to make a poster board presentation on) <http://www.historyplace.com/worldwar2/holocaust/timeline.html>

European Nazi Camps- [http://www.google.com/imgres?imgurl=http://www.martinfrost.ws/htmlfiles/major\_camps.gif&imgrefurl=http://www.martinfrost.ws/htmlfiles/holocaust.html&h=420&w=640&sz=59&tbnid=uWjcN1aI5BfWwM:&tbnh=80&tbnw=122&prev=/search%3Fq%3Deuropean%2Bconcentration%2Bcamps%26tbm%3Disch%26tbo%3Du&zoom=1&q=european+concentration+camps&usg=\_\_V6FOQKf73PdzOc9Mq6eTUYUINXY=&docid=S3sDciZed2sYPM&hl=en&sa=X&ei=SCVUUfzkLIiY8gTw8YCYBg&ved=0CEgQ9QEwBA&dur=591](http://www.google.com/imgres?imgurl=http://www.martinfrost.ws/htmlfiles/major_camps.gif&imgrefurl=http://www.martinfrost.ws/htmlfiles/holocaust.html&h=420&w=640&sz=59&tbnid=uWjcN1aI5BfWwM:&tbnh=80&tbnw=122&prev=/search%3Fq%3Deuropean%2Bconcentration%2Bcamp)

**Justification**: Most students have read Number the Stars, but I think at this age in middle school, students need a more difficult book regarding the Holocaust. This book is enjoyable, yet filled with tons of valuable information at the same time. I thought that “B” would enjoy because it is just a little bit above her reading level, but she needs a challenge. I think the fact that the main character is a girl will play a great role in increasing “B’s” desire to read the entire book. I plan to do many interesting activities and discussions along the way to get the class talking, and complete an entire history lesson as well



**Book Title:** The Truth About Forever

**Author:** Sarah Dessen (http://sarahdessen.com)

**Publication Information** : Penguin Group 2004

**Awards:** [Pennsylvania Young Reader's Choice Award (Nominated, 2007)](http://www.lexile.com/fab/by/book_awards/23/)

[Volunteer State Book Award (Nominated, 2007)](http://www.lexile.com/fab/by/book_awards/35/)

[SCASL Book Award (South Carolina) (Nominated, 2007)](http://www.lexile.com/fab/by/book_awards/44/)

[Beehive Young Adults' Book Award (Nominated, 2006)](http://www.lexile.com/fab/by/book_awards/56/)

[Teen Buckeye Book Award (Nominated, 2007)](http://www.lexile.com/fab/by/book_awards/128/)

**Literary Category**: Fiction, Contemporary young adult

**Reading Level:** 6.7

**Lexile Measure:** 840L

**Story Summary:** Macy's summer stretches before her, carefully planned and outlined. She will spend her days sitting at the library information desk. She will spend her evenings studying for the SATs. Spare time will be used to help her obsessive mother prepare for the big opening of the townhouse section of her luxury development. But Macy's plans don't anticipate a surprising and chaotic job with Wish Catering, a motley crew of new friends, or . . . Wes. Tattooed, artistic, anything-but-expected Wes. He doesn't fit Macy's life at all&150so why does she feel so comfortable with him? So . . . happy? What is it about him that makes her let down her guard and finally talk about how much she misses her father, who died before her eyes the year before? Sarah Dessen delivers a page-turning novel that carries readers on a roller coaster of denial, grief, comfort, and love as we watch a broken but resilient girl pick up the pieces of her life and fit them back together. (http://www.lexile.com/book/details/9780670036394/)

**Content Connections : Language Arts, History**

Language Arts-Practice writing letters. Write professional letters to a close friend explaining your feeling about a current situation in your life. Learn about writing style, and the different parts of a letter.

History- Story of a famous person in history who lost their father, Ruby Bridges.

**Teaching Materials**

Double entry journal (before journaling)- <http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf//j//JanDoubleJournal.pdf>

Parts of a letter: <http://www.readwritethink.org/files/resources/interactives/letter_generator/>

Persuasion Map: http://www.readwritethink.org/files/resources/interactives/persuasion\_map/

Ruby Bridges Documentary: http://www.youtube.com/watch?v=u3CkNBZBVuM

Ruby Bridges- http://www.palmbeach.k12.fl.us/rooseveltms/portfolio/cav\_blk5/hillary\_w/bio.htm

**Justification**: This book deals with death of a parent, self expectations, parental stress, peer pressure, all things that a middle school student has seen or experienced for themselves. Often times, these are not things students feel comfortable talking about. I think this book is a great outlet and informative tool for dealing with these issues. I think it would be great for “B” to read, for a few reasons. For one, she is a girl. I don’t think a boy would enjoy this book. As a girl, we can relate to the main character finding a boy attractive and having a little crush and deciding what to do about it. Another reason I think “B” would enjoy it is because she is always so happy and joyful, but I’m sure somewhere, deep down inside, something has happened to her that she won’t let anyone else see or know about. I think it might help her come to terms with the fact that no one has a perfect life, and maybe even help her to talk about it! I think hearing about Ruby Bridges will be both inspiring and motivating to students to see that they can accomplish anything. They will develop critical thinking skills and feel more confident in their writing after learning about the parts of a letter and how to write one.



**Book Title:** Wonder

**Author:**R.J. Palacio http://rjpalacio.com/author.html

**Genre:** Fiction/Children's Books/Juvenile/Social Issues

**Publisher:** Knopf Children's Books

**Lexile Level:** 790L

**Reading Level:** 5

**Book Awards:**

#1 New York Times bestseller

A School Library Journal Best of Children's Books 2012

A Publishers Weekly Best of Children's Books 2012

A Kirkus Reviews Best of Children's Books 2012

A Booklist Best of Children's Books 2012

**Book Summary:**

August Pullman is not an ordinary ten-year-old kid. Sure, he's a huge Star Wars fan, he loves his dog, and he's got a pretty good sense of humor. But August was born with a craniofacial abnormality — a genetic defect that caused his facial features to be severely deformed. His life has never been "normal."Despite his differences, August and his parents decide to transition him from home school to private school now that he's entering fifth grade. It's the start of middle school, they reason, so everyone will be new. But August has to deal with so much more than just being new. Will he make friends? Will he decide to stay at the school? And can the people around him learn to see past his appearance?This brilliant, sensitive story — narrated not only by August, but also by his older sister, his classmates, and other kids in his life — takes an insightful look at how one person's differences can affect the lives of so many others. (http://www.scholastic.com/teachers/book/wonder-0)

**Content Connections:** Marketing, Activism, Voice, Public Speaking- Students will devise a plan to make people more informed on bullying, and to put an end to it. They will make posters and give a presentation after they have gathered their information.

History (People who stood up for what they believed in and made a difference.)

**Teacher Resources:**

Discussion Questions: <http://rjpalacio.com/for-teachers.html>

Book Trailer: <http://www.youtube.com/watch?v=zy40wRmGq9c>

Questions for each chapter (FUN discussions!) <http://www.helpreaderslovereading.com/2012/03/wonder-by-r-j-palacio.html>

Stop Bullying: <http://www.stopbullyingnow.com/index.htm>

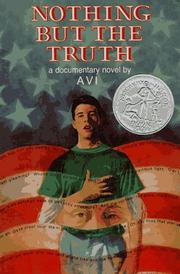
Public speaking activities: <http://resources.prufrock.com/GiftedEducationBlog/tabid/56/articleType/ArticleView/articleId/44/Fun-and-Quick-Public-Speaking-Activities.aspx>

Revolutionary people: http://matadornetwork.com/bnt/10-revolutionary-acts-of-courage-by-ordinary-people/

**Justification:**

I think students will enjoy this book because it has some really funny parts, as well as some tear-jerking parts. Students will be engaged and curious to see if things begin to look up for Auggie. It will also help them to reevaluate how they treat others, and to look on the bright side of things. Middle school students will especially enjoy this because Auggie is in the 5th grade, so they will be able to relate. The students know what it is like to be picked on, so they will resonate with this story in ways unimaginable. I think that “C” will enjoy it because he is also “different” and would like to be able to relate to another young boy who struggles. The book has a higher lexile level, but the it has a 5th grade reading level. I think that by breaking it up by each chapter, “C” will successfully comprehend the story.

I would use this book in my classroom to teach about the importance of treating everyone equally. I will reiterate on the saying, "Don't judge a book by it's cover." This is a perfect example of that saying. Auggie is such a great boy, and would be such a great friend. If kids choose to deny his friendship because of his appearance, they are the ones missing out. I will use this to teach about subconscious actions. If I asked the kids how they would treat this student, or what they would do when he walked by, they would probably say that they would treat him well. I would explain to them that we have to be aware of our actions, and sometimes we don't realize we are making faces or treating people different, but it is a subconscious decision. We will do many activities to practice standing up for what we believe in and making a difference! It’s also a great opportunity to dive into history and look at other people who stood up for what they believed in.

****

**Book Title:** Nothing But The Truth

**Author:** Avi (<http://www.avi-writer.com>)

**Genre:** Realistic Fiction/Diaries

**Publisher:** Orchard Books

**Lexile Level:** NA

**Reading Level:** 6.9

**Awards:**

[Newbery Medal (Nominated, 1992)](http://www.lexile.com/fab/by/book_awards/2/)

[Boston Globe-Horn Book Awards (Nominated, 1992)](http://www.lexile.com/fab/by/book_awards/5/)

[Arizona Young Reader's Award (Won, 1994)](http://www.lexile.com/fab/by/book_awards/36/)

[Young Reader's Choice Award (Nominated, 1994)](http://www.lexile.com/fab/by/book_awards/49/)

[Garden State Teen Book Award (Won, 1995)](http://www.lexile.com/fab/by/book_awards/57/)

[New York State Charlotte Award (Won, 1994)](http://www.lexile.com/fab/by/book_awards/103/)

**Summary:** Patriotism or practical joke? Harrison, NH -- Ninth-grade student Philip Malloy was suspended from school for singing along to The Star-Spangled Banner in his homeroom, causing what his teacher, Margaret Narwin, called "a disturbance." But was he standing up for his patriotic ideals, only to be squelched by the school system? Was Ms. Narwin simply trying to be a good teacher? Or could it all be just a misunderstanding gone bad -- very bad? What is the truth here? Can it ever be known? Heroism, hoax, or mistake, what happened at Harrison High changes everything for everyone in ways no one -- least of all Philip -- could have ever predicted. (<http://www.lexile.com/book/details/9780380719075/>)

**Content Connections:** Free-Speech/Persuasion, Congress (Laws, freedom of speech, election process)

**Teacher Resources:**

Free-Speech/Persuasion activity:

[**http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-free-speech-persuasion-394.html**](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-free-speech-persuasion-394.html)

Book trailer: <http://www.youtube.com/watch?v=mcBjFZmHh2I>

Role Playing: <http://www.classzone.com/novelguides/litcons/nothing/guide.cfm>

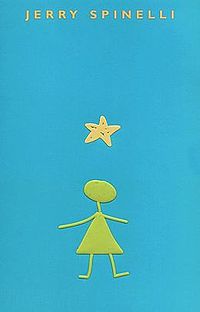
Mock Election: <http://www.classzone.com/novelguides/litcons/nothing/guide.cfm>

Middle school speech: http://www.youtube.com/watch?v=ESVLBlO8DDw

**Justification:**

I think students would definitely enjoy this book. I particularly enjoyed it because of the irony and the way the story built upon itself. It sucks you in, and you feel sorry for Phillip, yet also have no pity on him at the same time. He has gotten himself in way over his head, and it is entertaining to read. Students would enjoy this because they are not the ones getting in trouble, but they get to be outsiders and see what is happening to Phillip through out his mess.

When reading this story in class, I would use it to teach about the importance of truth. Little white lies can escalate and turn into a huge disaster. This would also be a great book to use to teach irony. I would love to have the kids pick out examples in the text and explain what the author is trying to do with the irony. “D” would enjoy this book because he would be so anxious to hear the outcome. He sometimes disobeys the teacher by reading his books when he is supposed to be working on other things. He would find the story very humorous and be fond of Phillip because he is a rebel. The mock election will help “D” to get involved with his classmates and break out of his shell.

****

**Book Title:** Stargirl

**By:** Jerry Spinelli http://www.jerryspinelli.com/newbery\_001.htm

**Publisher:** Random House Children's Books

**Genre:** Young adult literature, fictions, children’s literature, biography, travel

**Reading Level:** 6.1

**Lexile Level:** 590L

**Awards:** [New York Times Bestseller](http://en.wikipedia.org/wiki/New_York_Times_Best_Seller_list), [Parents Choice Gold Award Winner](http://en.wikipedia.org/wiki/Parents%27_Choice_Award), ALA Top Ten Best Books Award winner, [Publishers Weekly Best Book of the Year](http://en.wikipedia.org/wiki/Publishers_Weekly)

**Book Summary:** Stargirl. From the day she arrives at quiet Mica High in a burst of color and sound, the hallways hum with the murmur of "Stargirl, Stargirl." She captures Leo Borlock's heart with just one smile. She sparks a school-spirit revolution with just one cheer. The students of Mica High are enchanted. At first. Then they turn on her. Stargirl is suddenly shunned for everything that makes her different, and Leo, panicked and desperate with love, urges her to become the very thing that can destroy her: normal. In this celebration of nonconformity, Newbery Medalist Jerry Spinelli weaves a tense, emotional tale about the perils of popularity and the thrill and inspiration of first love. From the Hardcover edition. (<http://www.lexile.com/book/details/9780440416777/>)

**Content Connections:** Literature – Character Traits, Graphic Organizers and Charts, Citing evidence from text. Background knowledge- Connecting to that past can help us understand ourselves better.

**Teaching Resources:**

Chart for categorizing character traits:

[**http://www.scholastic.com/bookfairs/teachers/connections/pdf/Stargirl.pdf**](http://www.scholastic.com/bookfairs/teachers/connections/pdf/Stargirl.pdf)

Activity for connecting the past with the present: <http://www.shmoop.com/stargirl/memory-past-theme.html>

Lesson for further studying characters: <http://teachers.net/lessons/posts/1205.html>

Book trailer: <http://www.youtube.com/watch?v=jWn1iAPcrG0>

**Justification:** This book is a great tool to use for teaching middle schoolers to show that individuality is a positive thing. I would love to do a lot of journaling while reading this book. I would give them a question to answer in their journal, but also give them freedom to write exactly how this book makes them feel. I would ask questions like, “Has there ever been a time in your life when you changed yourself to fit in with everyone else?” “Have you ever made fun of or judged someone else for being different? Why do you think you did that?” This would be a great way to get to know my students. I would let them share some entries with their classmates, and hopefully they would all get to know each other better. I think this would help students to see that my classroom is a safe environment. I would also like to do an activity where the students would rename themselves for certain stages of their life. For example, if they could have renamed themselves in the 4th grade, what name would have been appropriate and why? I would use this to show students that writing is fun and it helps us to grow personally when we read books with great morals.

I chose it for “B” because she has moved around a lot, and she knows what it is like to be the new girl. She is very open to new ideas and concepts, and I think she will enjoy the idea of connecting past events in her life with current events and see how they have shaped her. She will be able to connect with Stargirl, because she is different and she stands out amongst her peers.

|  |
| --- |
|  |

**Book title:** City of Bones

**By:** Cassandra Clare (<http://www.cassandraclare.com>)

**Published**: March 27, 2007

**Publisher:** Margaret K. McElderry Books

**Genre:** Young adult literature, speculative fiction, fantasy, children’s literature

**Book Awards:**

Abraham Lincoln Book Award (IL)

Buckeye Teen Book Award Winner (OH)

Evergreen Book Award Master List (WA)

Florida Teens Read Master List

Georgia Peach Book Award Honor Book

Grand Canyon Reader Award Nominee (AZ)

Iowa High School Book Award Master List

Nevada Young Reader's Award Nominee

Pacific Northwest Young Reader's Choice Award

Pacific Northwest Young Reader's Choice Award Master List

Popular Paperbacks for Young Adults

Texas Tayshas High School Reading List

The Flume: New Hampshire Teen Reader's Choice Award Nominee

**Reading level:** 4

**Lexile Level:** 740L

**Book Summary:**

When fifteen-year-old Clary Fray heads out to the Pandemonium Club in New York City, she hardly expects to witness a murder — much less a murder committed by three teenagers covered with strange tattoos and brandishing bizarre weapons. Then the body disappears into thin air. It's hard to call the police when the murderers are invisible to everyone else and when there is nothing — not even a smear of blood — to show that a boy has died. Or was he a boy?

This is Clary's first meeting with the Shadowhunters, warriors dedicated to ridding the earth of demons. It's also her first encounter with Jace, a Shadowhunter who looks a little like an angel and acts a lot like a jerk. Within twenty-four hours Clary is pulled into Jace's world with a vengeance, when her mother disappears and Clary herself is attacked by a demon. But why would demons be interested in ordinary mundanes like Clary and her mother? And how did Clary suddenly get the Sight? The Shadowhunters would like to know...

Exotic and gritty, exhilarating and utterly gripping, Cassandra Clare's ferociously entertaining fantasy takes readers on a wild ride that they will never want to end. (<http://www.scholastic.com/teachers/book/city-bones>)

**Content Connections:**

Literature – Character types, and character changes

Ancestry

**“**History – Create a timeline

Art**:** Like Clary, try to express yourself through pictures instead of words. Keep an artist’s journal for one week and try to see both “the beauty and horror of ordinary things.” Discuss with a friend.

Music: Create your own playlist for reading the novel or check out the one Cassie Clare created while she worked. Discuss why you chose the music for the scenes that you did.” (http://www.cassandraclare.com/educational-resources/discussion-guide/)

**Teacher Resources:**

Character change chart: [**http://www.readwritethink.org/files/resources/lesson\_images/lesson858/change.pdf**](http://www.readwritethink.org/files/resources/lesson_images/lesson858/change.pdf)

Create a timeline of the history that Clary must learn about the Shadow world and its inhabitants. <http://www.cassandraclare.com/educational-resources/discussion-guide/>

Discussion Questions: <http://www.cassandraclare.com/educational-resources/discussion-guide/>

Shadowhunters have strong ties to their ancestors. Trace the family trees of the Shadowhunters and discover their connections to one another. (<http://books.simonandschuster.com/City-of-Bones/Cassandra-Clare/Mortal-Instruments-The/9781416914280/reading_group_guide>)

**Justification:** I chose this book for “D” because he is very smart and I think it will force him to think a lot. He is an introvert, so he will enjoy processing all of this information and predicting what comes next. He is mature, and I think that only a mature student could handle the content in this book.

This is such a suspenseful story! I would love to use to and have kids write different endings than the one that actually occurs. I personally would be very nervous to read this book in my classroom because it deals with a lot of killing, gore, some gay qualities, weapons, and huge secrets. But that is beside the point. We would study characters in depth using this book (Hero, static character, dynamic characters, protagonists, antagonists). The kids would constantly be changing their minds about what type of character each person is because of all of the twists in the book. We would also do literature circles. I would have the students get in groups and discuss what aspects of the story make it fantasy? Could any aspects actually happen? Students would present their findings to the class, giving information from the story to support their beliefs.